

# RADA

## Royal Academy of Dramatic Art: Summary of 2020-25 access and participation plan

### What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

The full access and participation plan for RADA is available [here](#).

### Key points - see pages 3 to 8 of our full plan

The focus of our access and participation plan is on improving outcomes for specific groups of students: Black and Minority Ethnic (BAME) students, students from low-income households, low higher education participation neighbourhoods, deaf and disabled students, and care leavers.

Our activity is primarily focused on providing access programmes to higher education to young people who meet these criteria. Our department also provides in-school support to our student body such as access support for disabled students.

### Fees we charge - see page 19 of our full plan

RADA offers three full-time undergraduate courses, a Foundations degree (FdA) in Technical Theatre and Stage Management, a Bachelor of Arts degree in Technical Theatre and Stage Management and a Bachelor of Arts degree in Acting.

For the academic year 2020-2021, the annual fees for each of the undergraduate degrees were set at £9,250.

### Financial help available- see page 16 of our full plan

In addition to the scholarships provided by RADA, our Access and Participation Plan provisions contains an additional scholarship to care leavers for living costs of £3,000 per year for each year of study.

### Information for students - see pages 19 to 20 of our full plan

Information about our fees and financial support is available on our website and included on each course prospectus. Students are reminded and sent information on how to apply for a scholarship once they have received an offer.

Current students can also apply for scholarships or bursaries in their second and third year of study. Student services can provide help to students wanting to submit an application to the scholarship committee.

### What we are aiming to achieve – see pages 8 to 10 of our full plan

Our areas for activity over the five-year period of our 2020-2025 Access and Participation plan relate to our analyses of access, success and progression in relation to the target groups and the OfS national key performance measures. We have identified five groups and gaps to address and have set targets accordingly:

1. Increase access for BAME students: maintain 30% minimum BAME student population in Acting and increase TTSM BAME student population to at least 15% consistently, year on year, by 2025 (double the 2020 population).

2. Increase access for students from lower socio-economic backgrounds:
  - increase the undergraduate student population from Index of Multiple Deprivation deciles 1 and 2 to 35% by 2025 (with a longer-term aim to close the participation gap entirely).
  - Increase the undergraduate student population from POLAR4 quintile 1 to 10% by 2025.
3. Maintain access of disabled students at a minimum of around 20% and preferably increase participation of students with physical/sensory impairments. We are not setting specific targets by impairment type because of (a) small numbers and (b) not seeking to suggest quotas.
4. Ensure the success of disabled students at RADA, closing the achievement gap and ensuring that disabled students' performance at all stages is equal to that of their non-disabled peers by 2025.
5. Increase access for care leavers: recruit at least two care leavers into our undergraduate population by 2025.

### What we are doing to achieve our aims - see pages 10 to 16 of our full plan

We have set out the following strategic measures:

- **Supporting access to higher education by offering conservatoire-level preparatory training** to young people from underrepresented groups who have not had experience of higher education. We offer free training programmes designed to encourage applications from young people who are Black and Global Majority, from low-income households, deaf and disabled, and care leavers.

More information about our programmes and workshops can be found [here](#):

- **Evaluating the effectiveness of our admissions procedure**, to assess whether free auditions and individual support are effective solutions to increasing the participation of BAME students and students from lower socio-economic backgrounds.
- **Improve learning, teaching and academic support for disabled students:** to close the achievement gap of disabled students, we have invested in providing in-school mental health counselling and resilience training.
- **Increase diversity in our teaching faculty, visiting professionals and student support teams.** This is a university-wide initiative wherein RADA seeks to develop its pool of diverse teachers through mentoring programmes and targeted recruitment.
- **Enhance our data analysis and evaluation capability and capacity.** We invest in our data collection and data analysis capacity which helps us achieve all of our targets.
- **Collaboration:** our participation work is in partnership with other organisations, including theatre companies (Deafinitely, Extant), theatres (Theatre Royal Stratford East, Kiln, Northern Stage, Birmingham Rep), youth hubs (Platform) and specific access initiatives (Open Door) as well as local schools and colleges. We will also develop our relationship with our local collaborative partnership AccessHE.

### How students can get involved - see pages 16 to 17 of our full plan

Our Access and Participation Plan was written in consultation with and with approval from student representatives. Students at RADA are provided with introduction to Access and Participation work, with Equality, Diversity and Equality awareness and training sessions throughout the year, Q&A sessions, and facilitation training. Acting students are hired to participate in our Shakespeare for Young Audiences performances tour and Technical Theatre and Stage Management students are hired as mentors to our Youth Company – Theatre Production.

## Evaluation – how we will measure what we have achieved - see pages 17 to 19 of our full plan

Our programmes of activity are informed by the best available evidence about what works for students.

We collect and report data on:

- our programme design,
- our student population and programme participants in relation to our five target areas (outlined above),
- the impact of our activity in increasing student access and student success
- our evaluation strategy includes the self-assessment toolkit provided by the OfS and RADA's cycle of annual programme monitoring and reporting.

## Contact details for further information

You can contact RADA Access and Participation at [outreach@rada.ac.uk](mailto:outreach@rada.ac.uk)